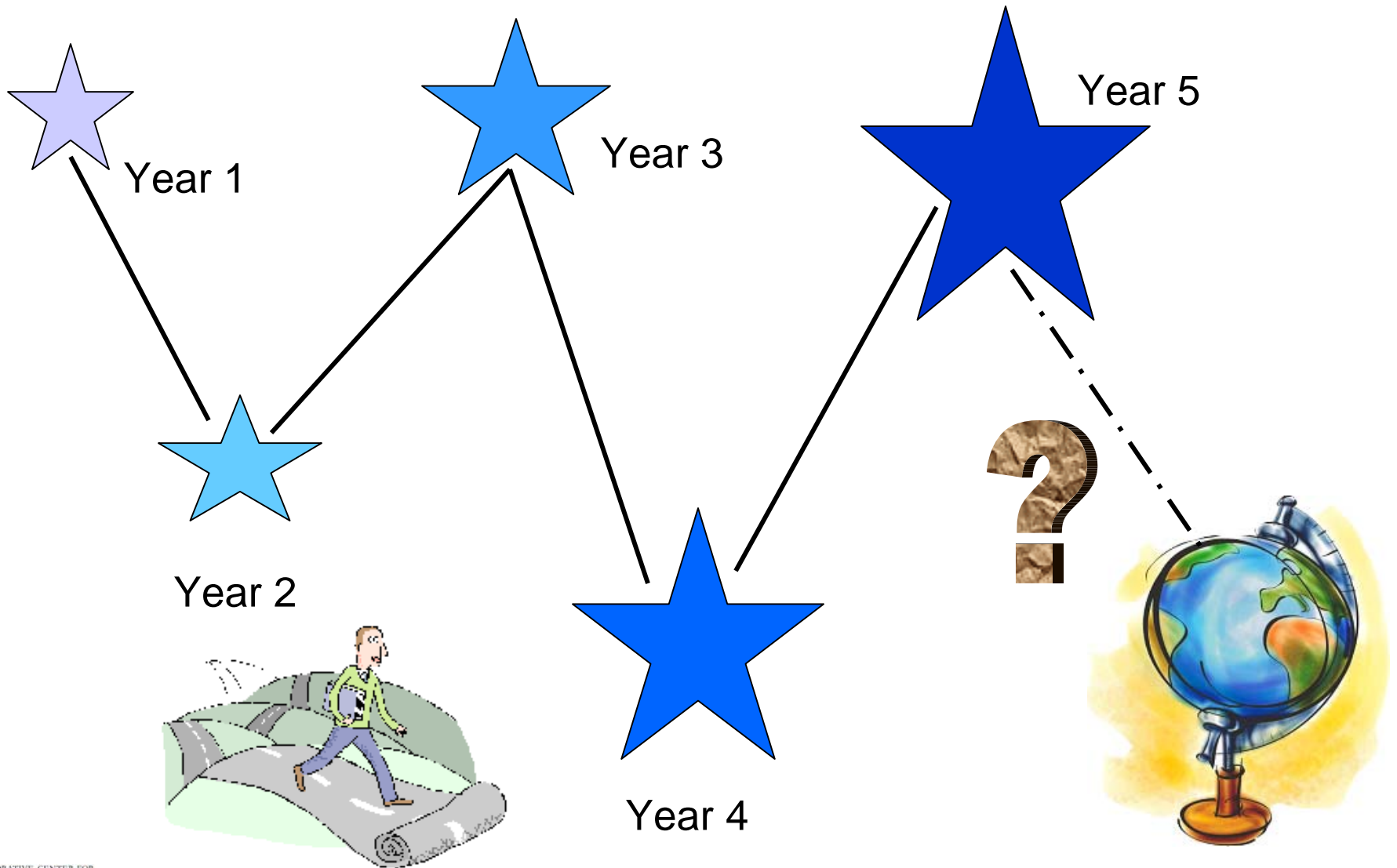


The State of Reading First in Kentucky

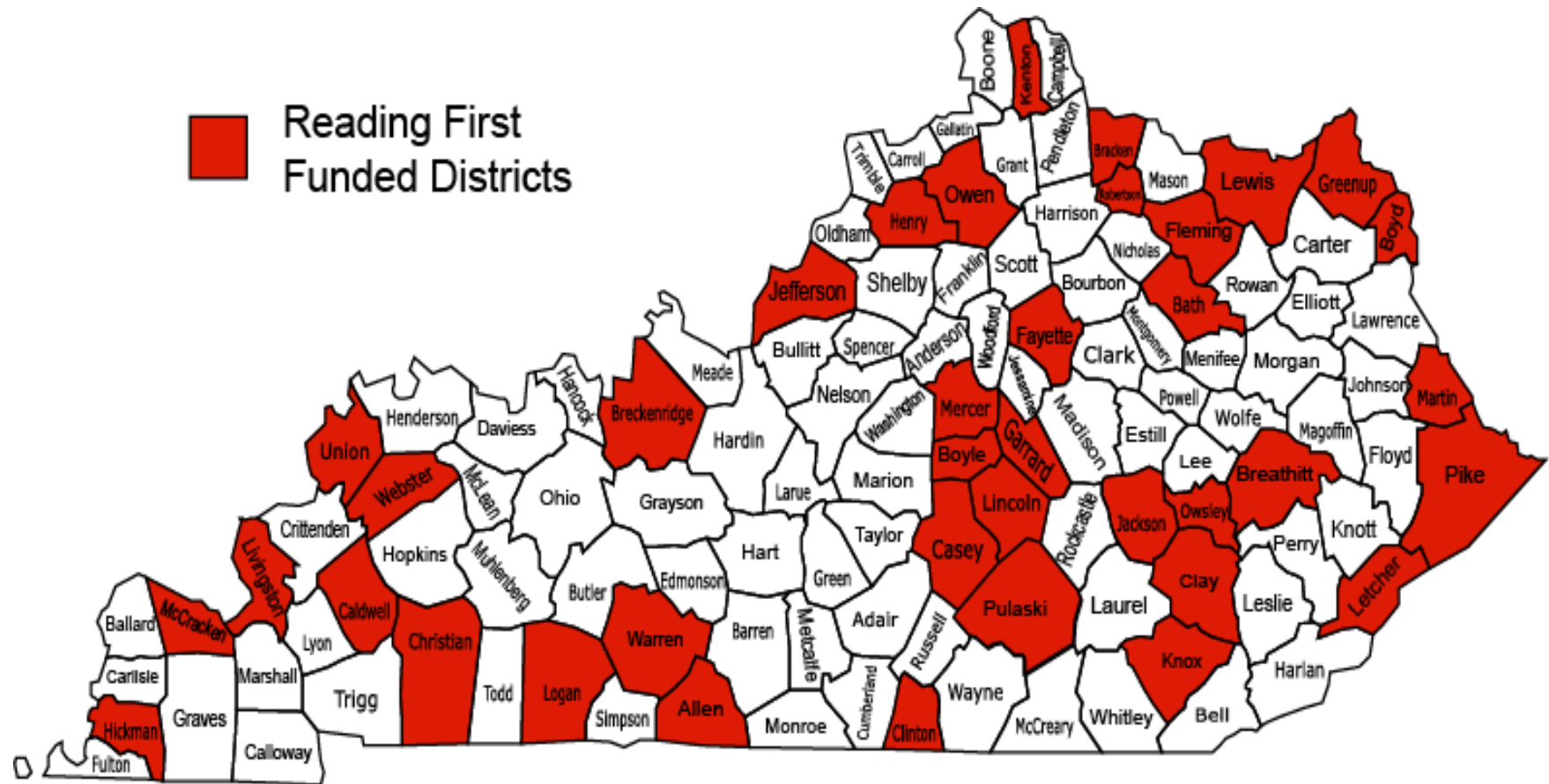
February 9, 2006

Presented by:
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(859) 257-7213
jpcarn00@uky.edu

Reading First Progressive Success



Kentucky Reading First Evaluation



Collaborative Center for Literacy Development (CCLD)

- CCLD is a partnership among Kentucky's eight public universities and the National Center for Family Literacy, in cooperation with the Kentucky Department of Education (KDE), Kentucky Adult Education (KYAE), and others in literacy development

Rationale for Reading First Evaluation Study

- CCLD serves as the outside evaluators for Kentucky's Reading First evaluation study. The purpose of the study is to gather information and data through multiple research methods (qualitative & quantitative) on the implementation process of Reading First

Quote from Reading First Principal

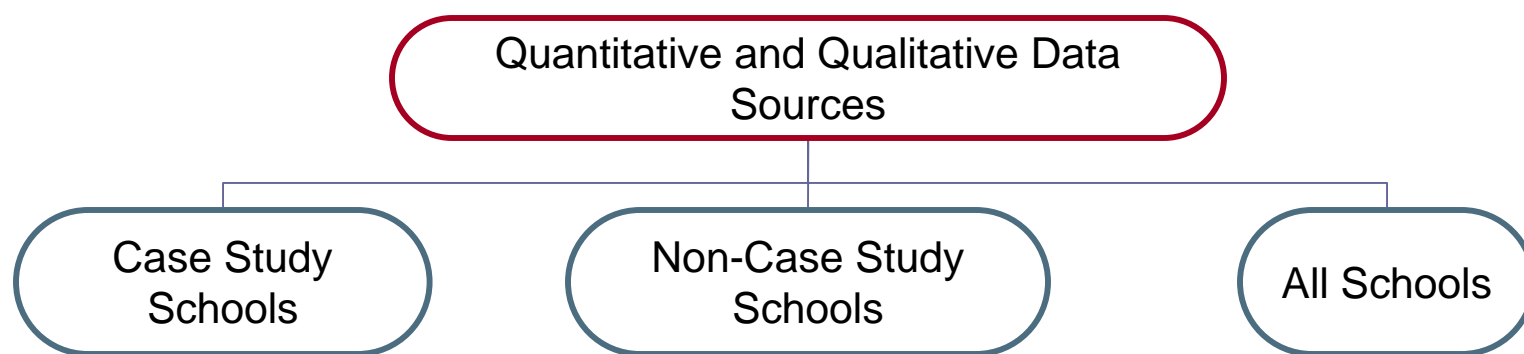
“More good things have come out of Reading First than anything we’ve got going.”

Focus of Reading First State Evaluation Study

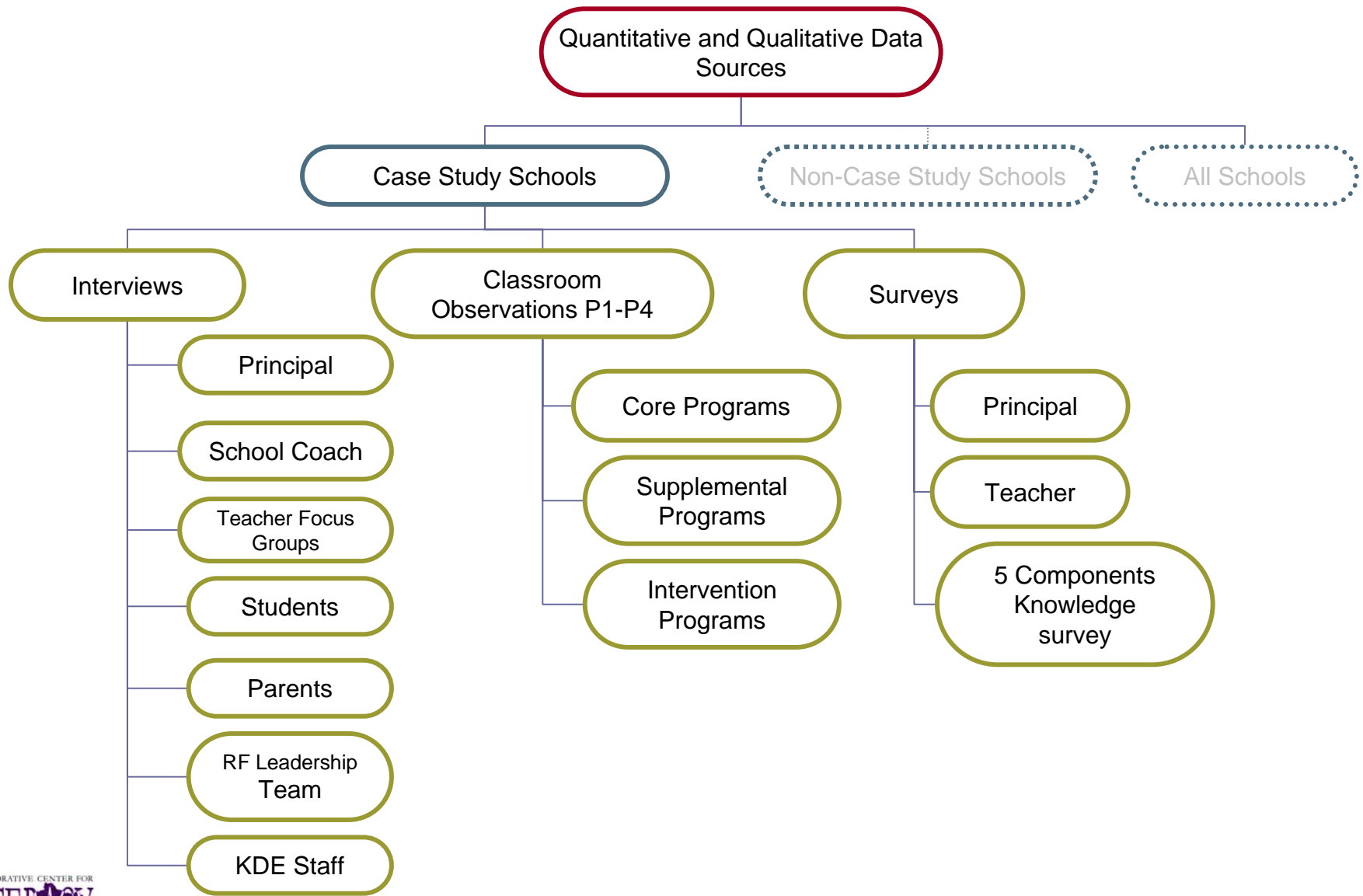
The purpose of the study is to examine:

- Kentucky's Reading First program implementation
- Analyze reading achievement gains of students
- Recognize Reading First's impact on reducing the numbers of students reading below grade level

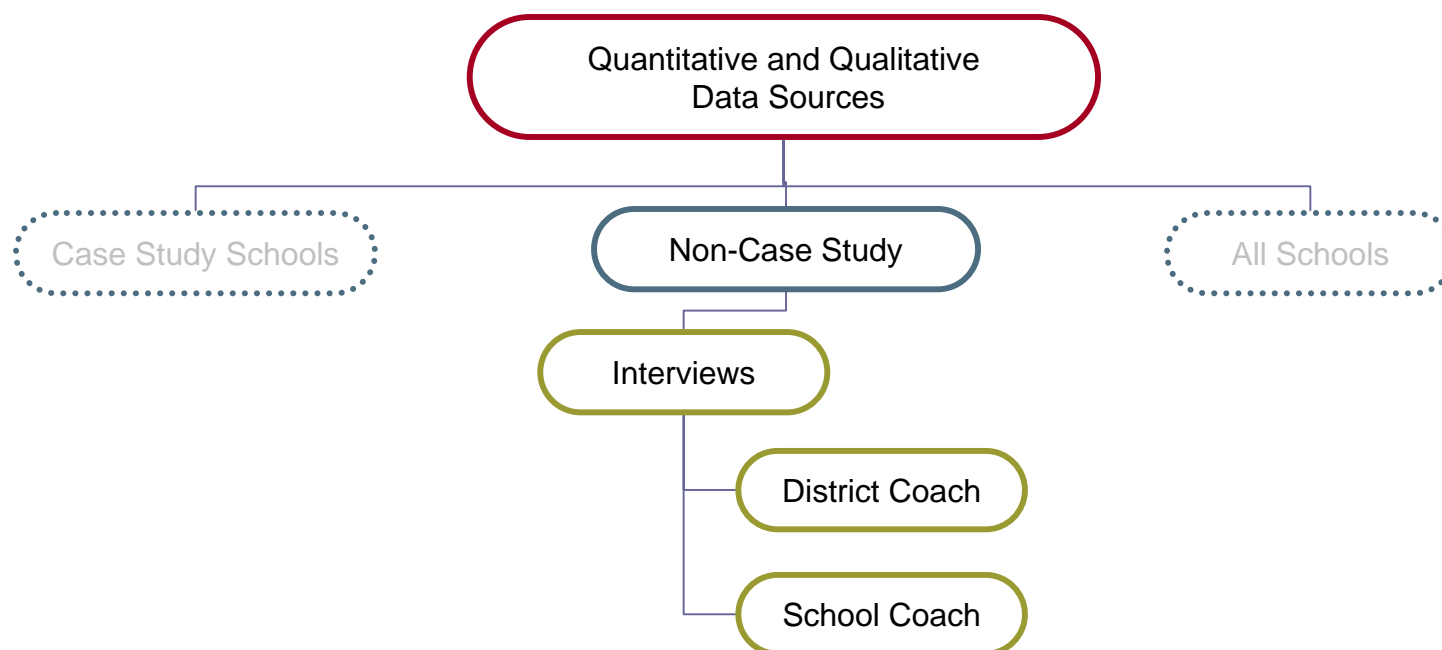
Reading First Evaluation Study Research Components



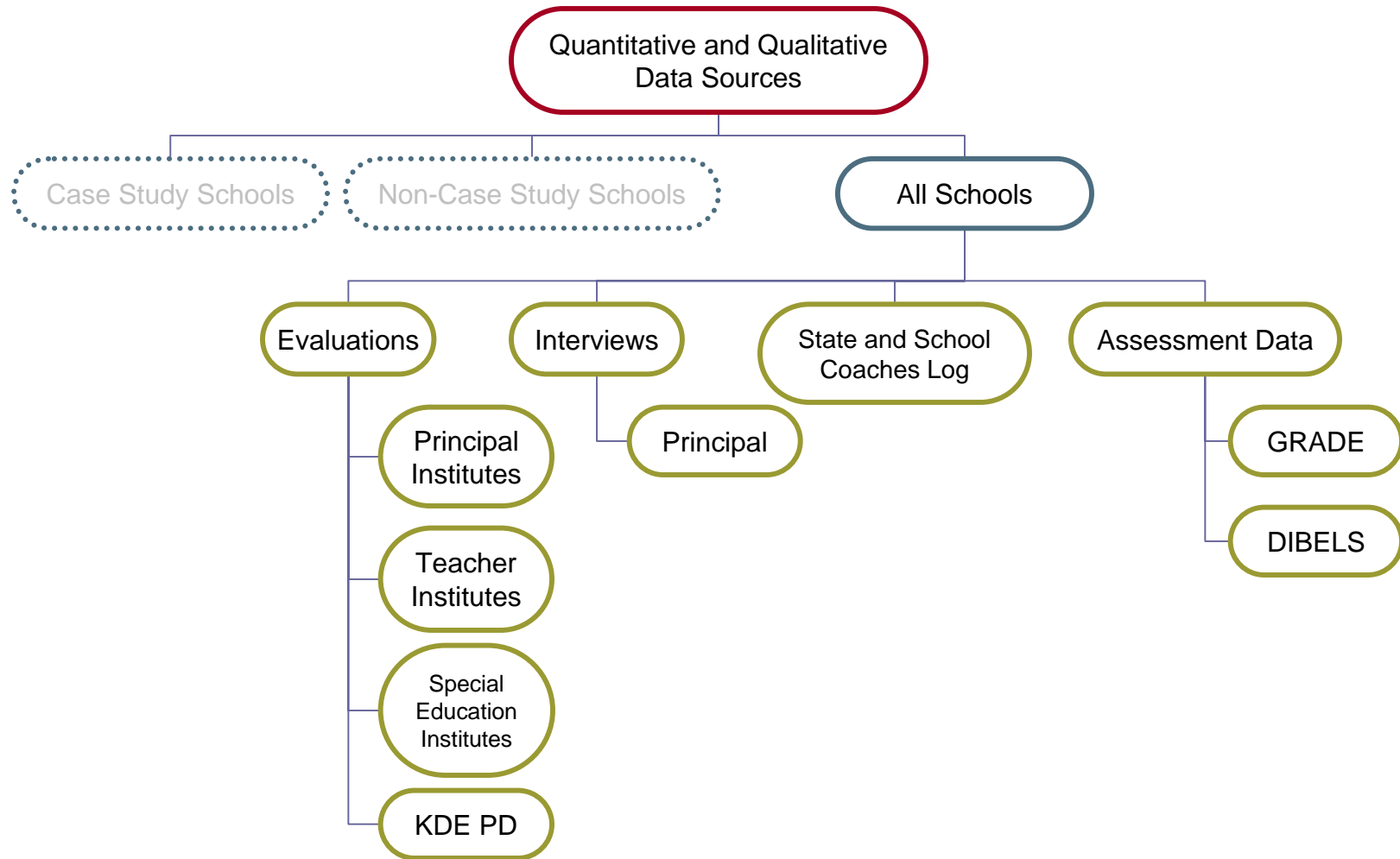
Reading First Evaluation Study Research Components

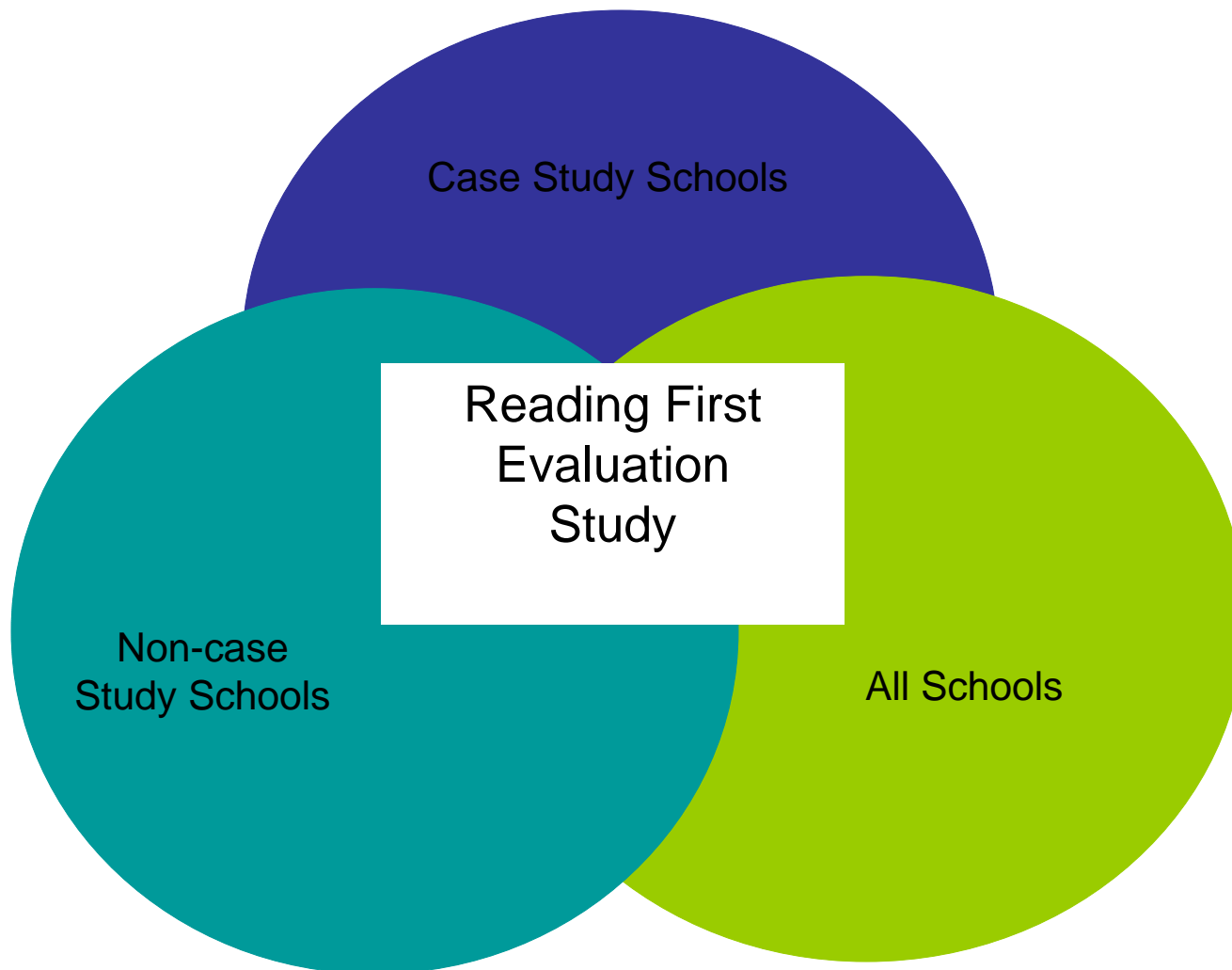


Reading First Evaluation Study Research Components



Reading First Evaluation Study Research Components







RF Evaluation Findings 2004 to 2005

2004-2005 Research Findings

Overall Successes

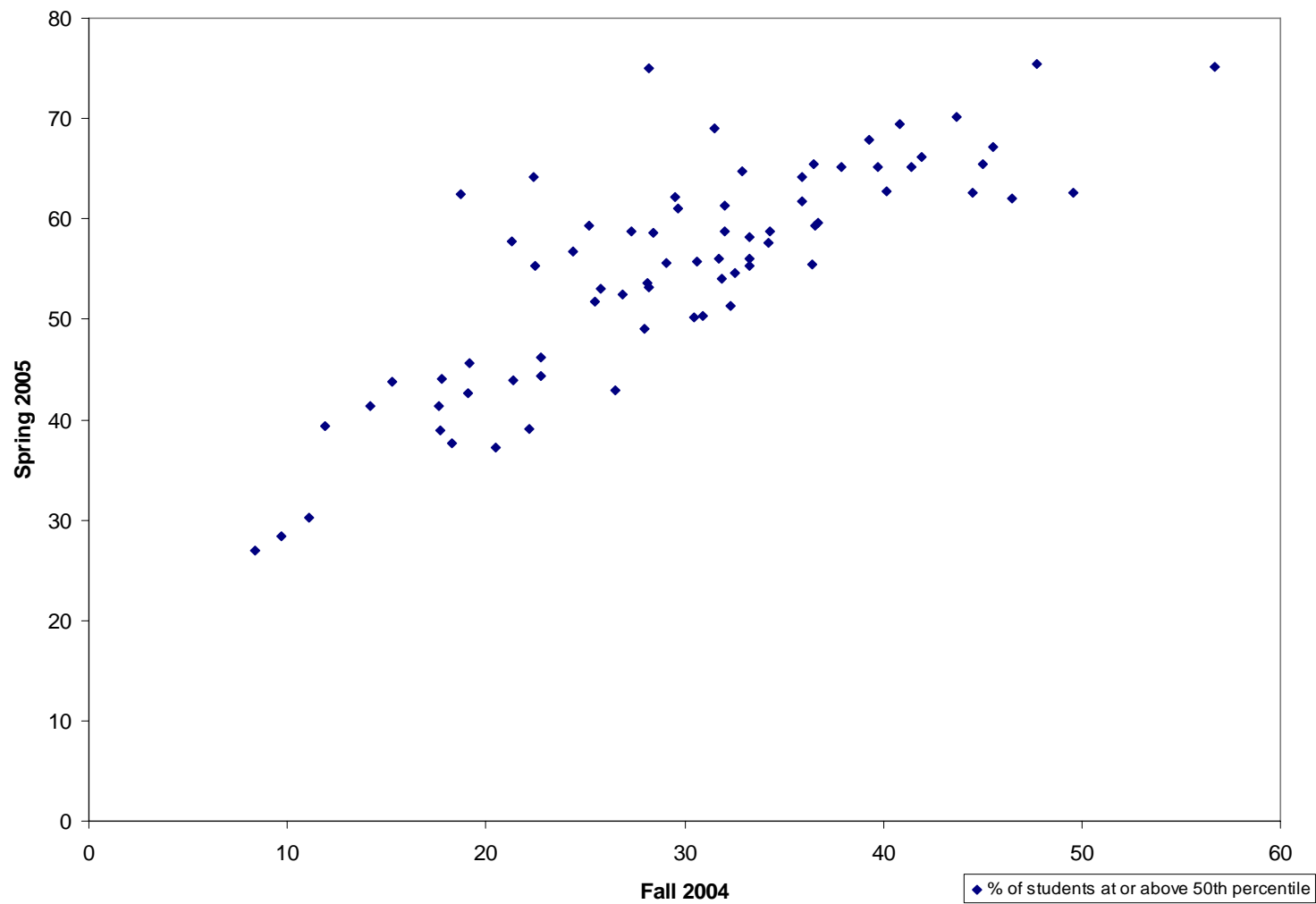
- Several schools have shown significant student progress in reading from fall to spring.
- Professional development plans reflect needs of school and students.
- Teachers exhibit growth in their use of systematic and explicit instructional strategies and use of the core program.
- Schools are using GRADE and DIBELS data to plan for instruction.

Additional Successes

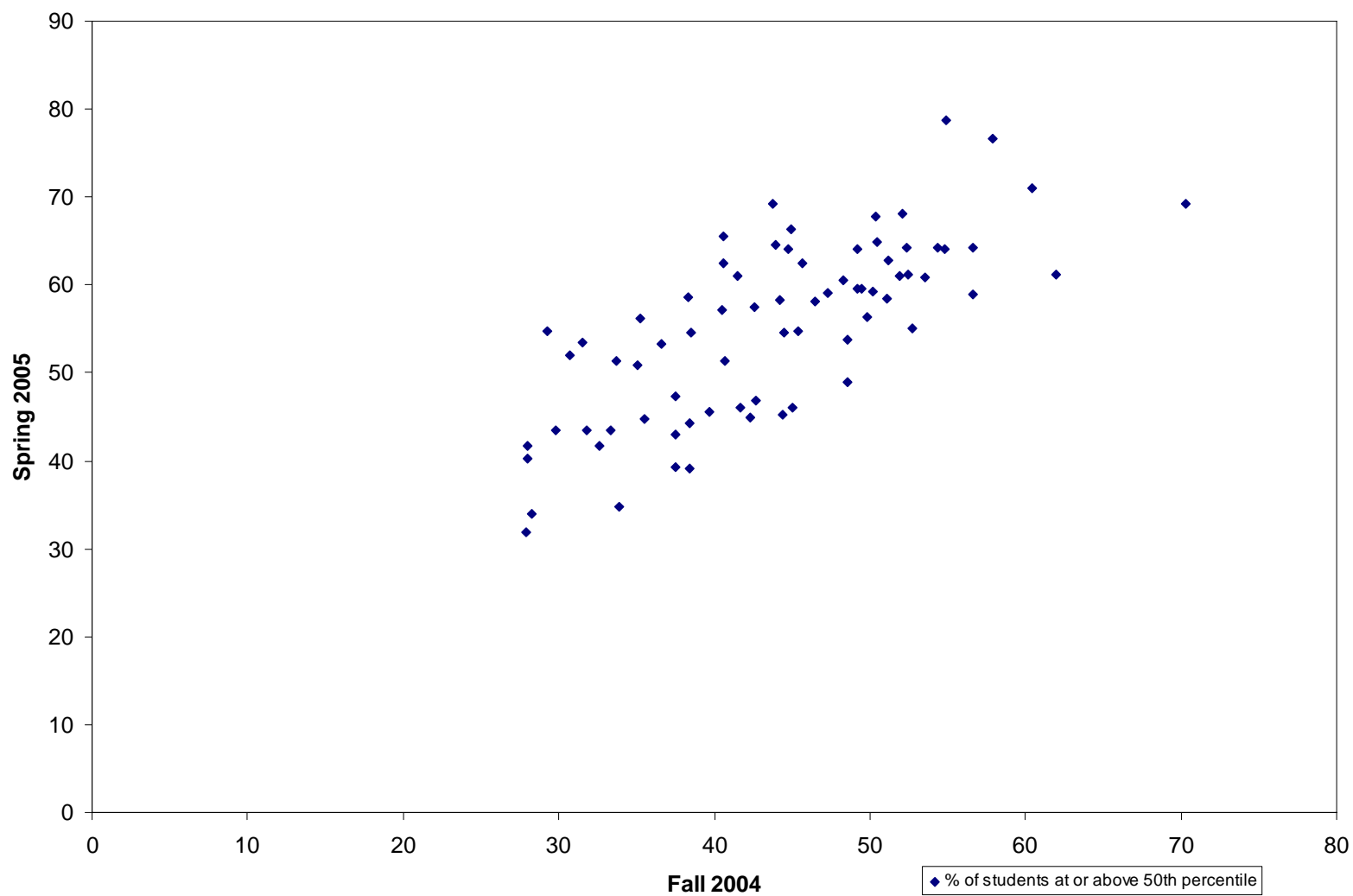
- The school coach is key to successful implementation.
- Principals are informed and support the Reading First initiative.
- An increasing number of teachers are “getting on board” with Reading First.
- Families are involved in school literacy celebrations.

“Students are reading earlier, better, and smarter!”

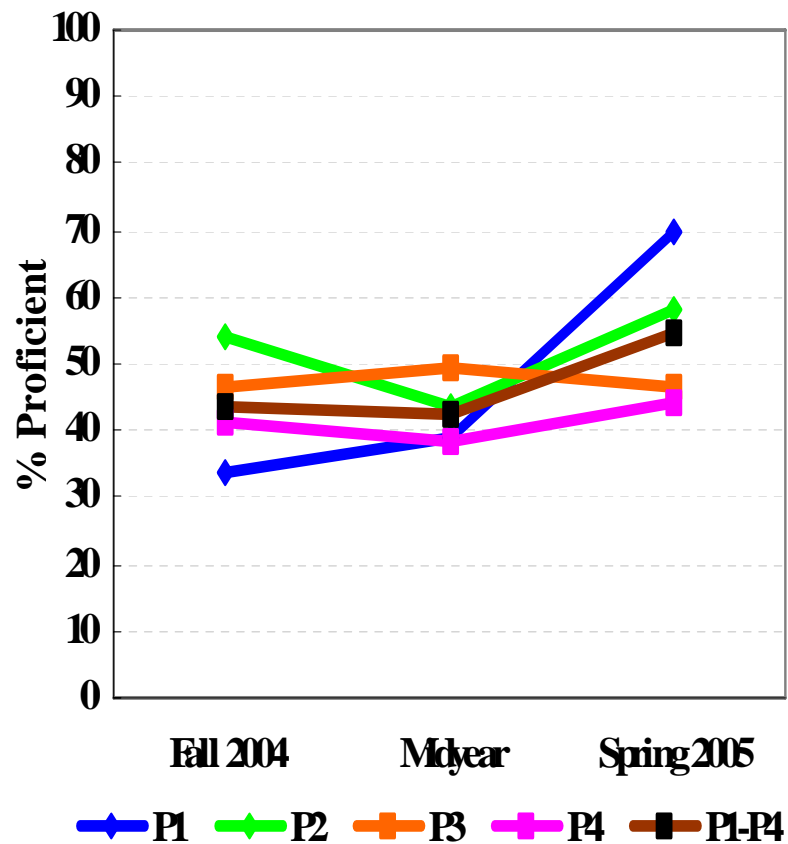
GRADE Fall 2004 vs. Spring 2005



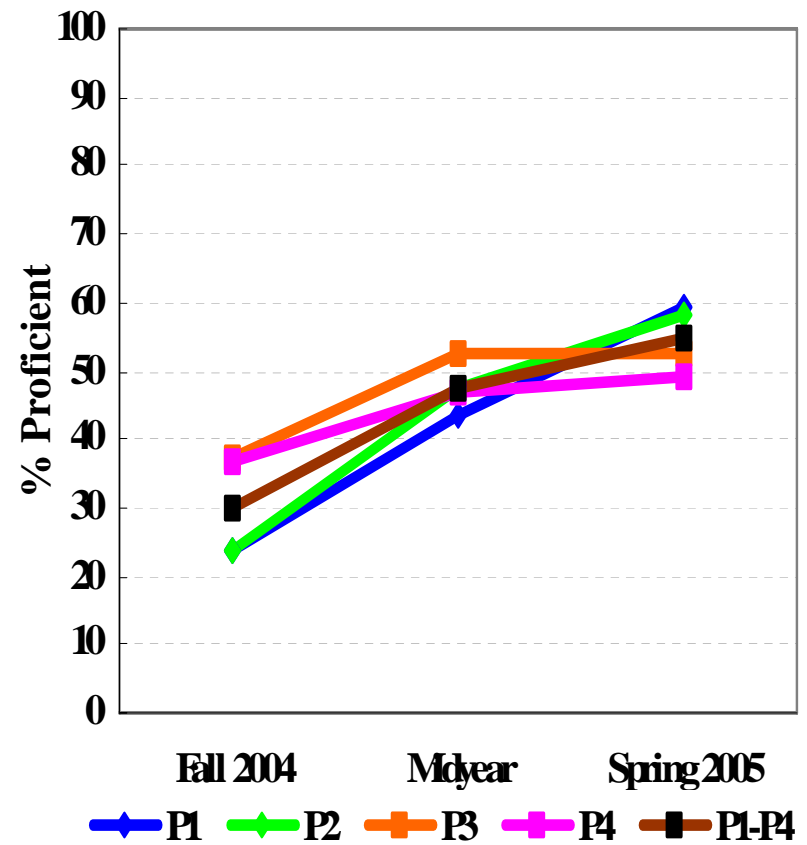
DIBELS Fall 2004 vs. Spring 2005



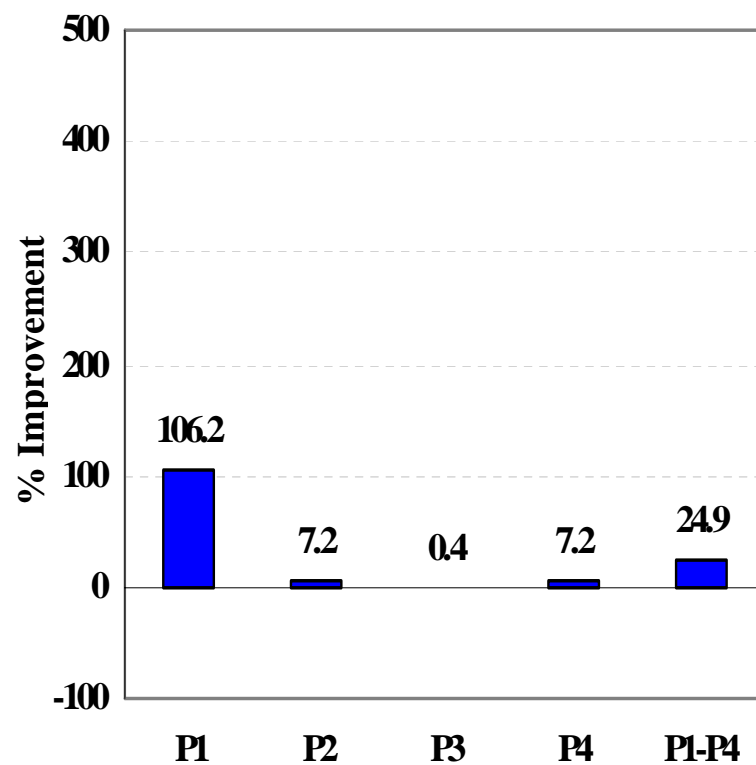
**Chart 6.1: DIBELS
Performance Report
School Year 2004-2005**



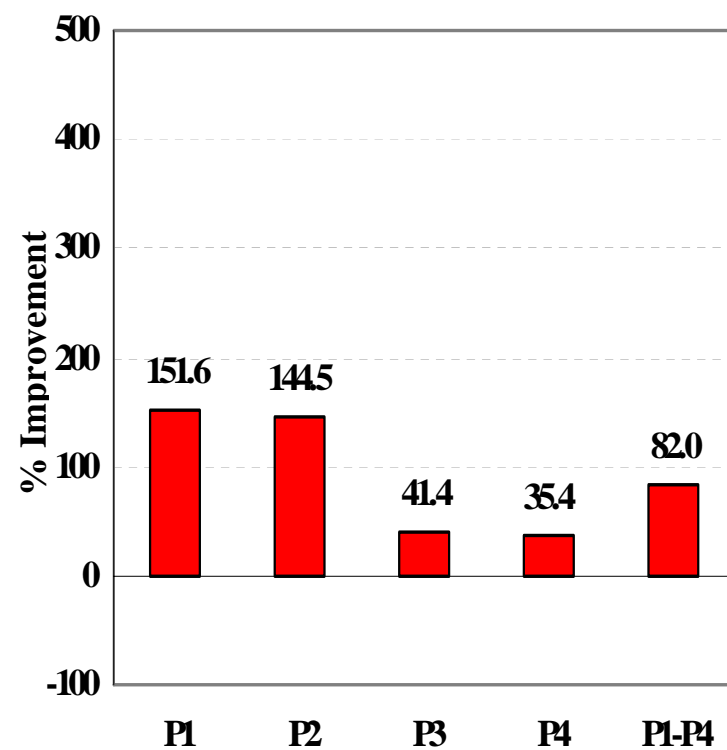
**Chart 6.2: GRADE
Performance Report
School Year 2004-2005**



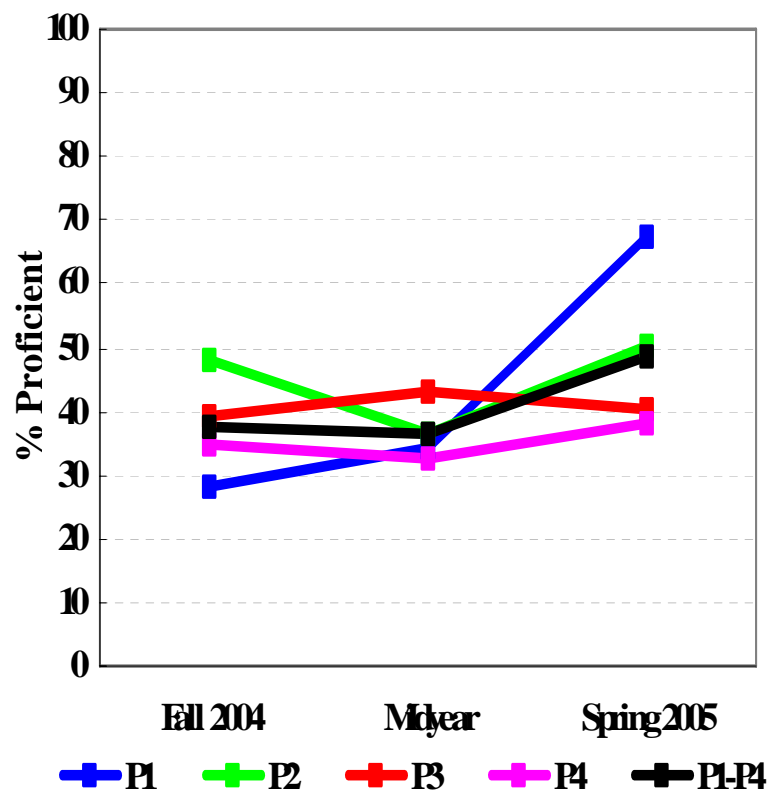
**Chart 6.3: DIBELS %
Improvement Fall to Spring**



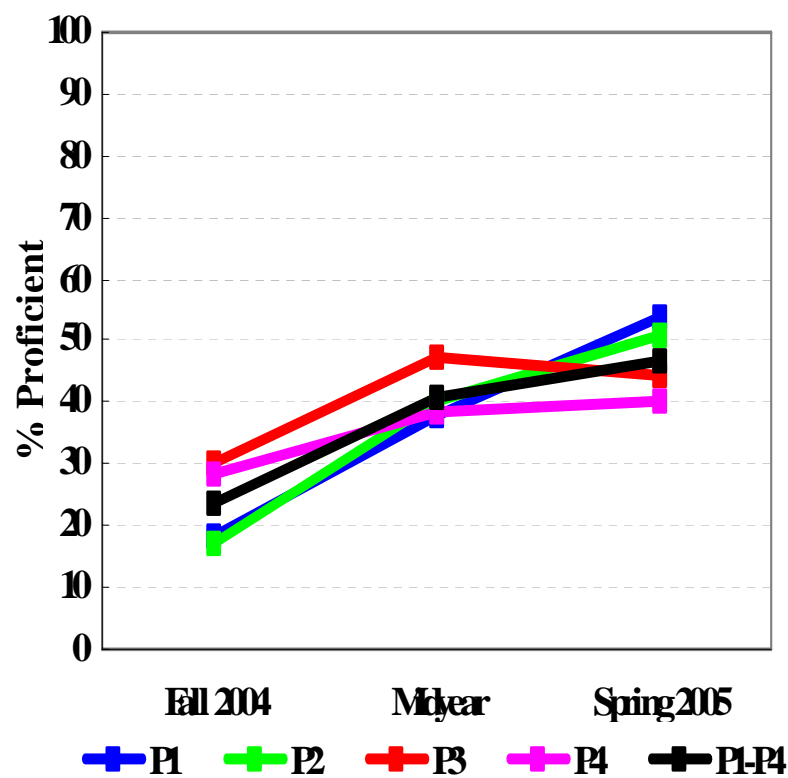
**Chart 6.4: GRADE %
Improvement Fall to Spring**



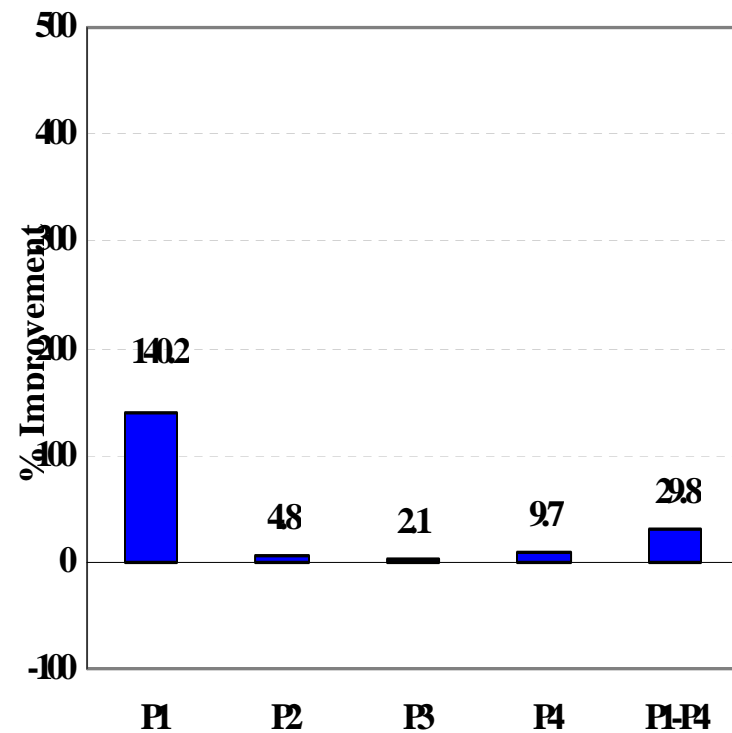
**Chart 7.1: DIBELS
Economically
Disadvantaged**



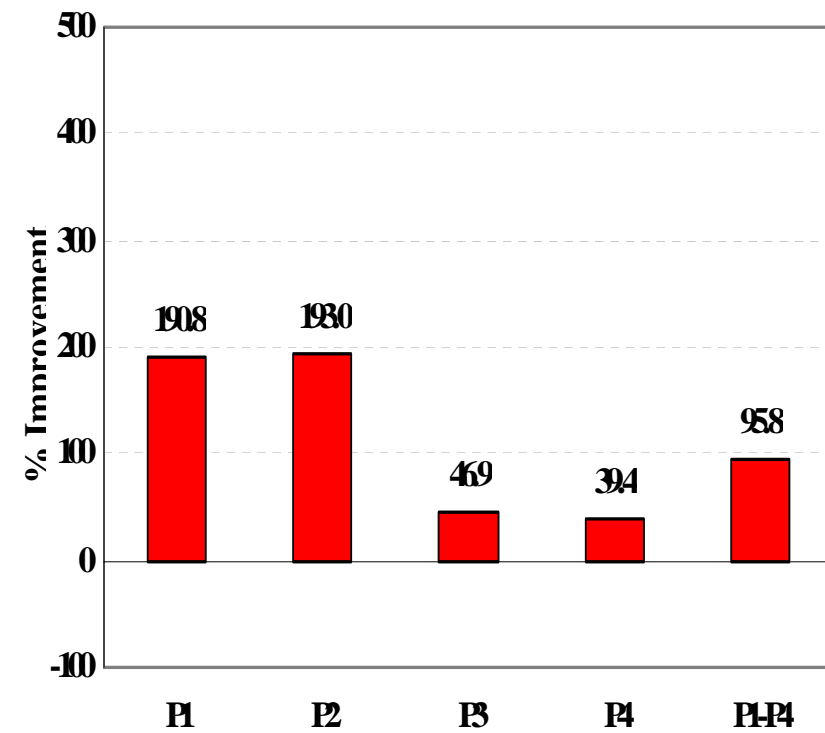
**Chart 7.2: GRADE
Economically
Disadvantaged**



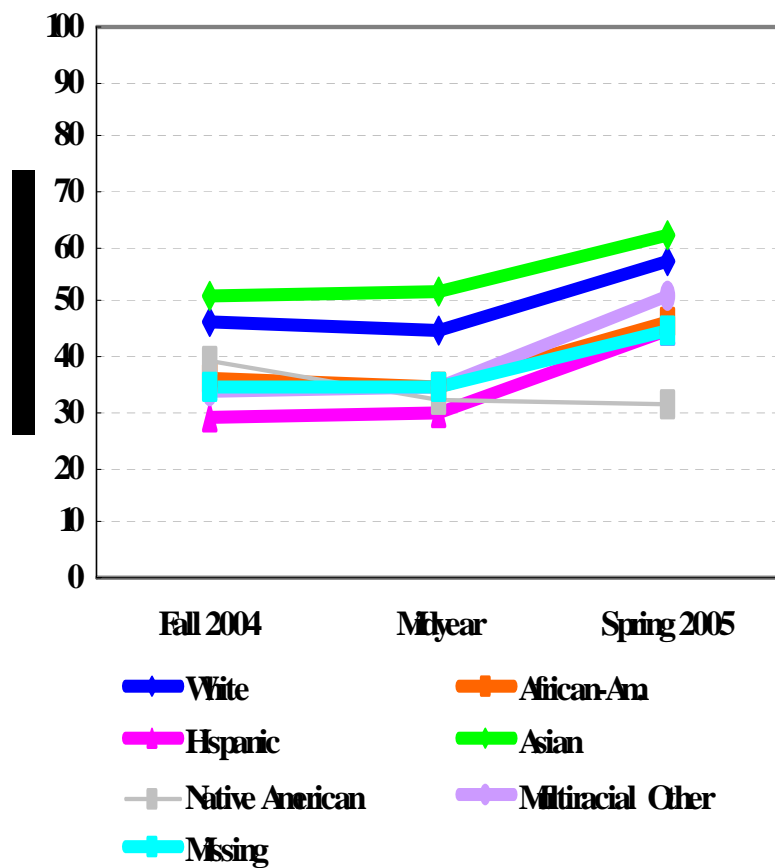
**Chart 7.3: DIBELS
Econ. Disadvantaged
% Improvement**



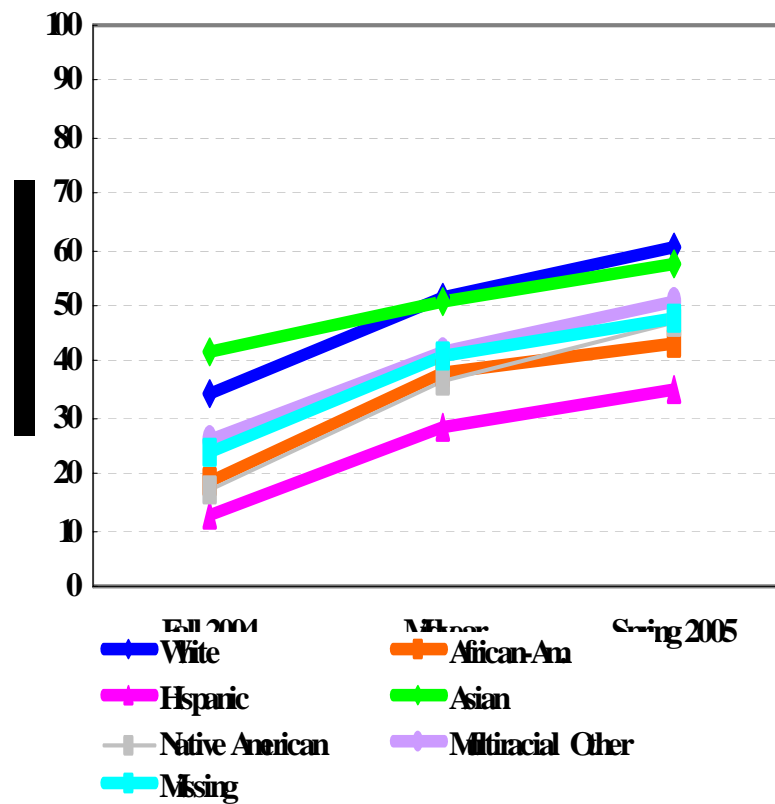
**Chart 7.4: GRADE
Econ. Disadvantaged
% Improvement**



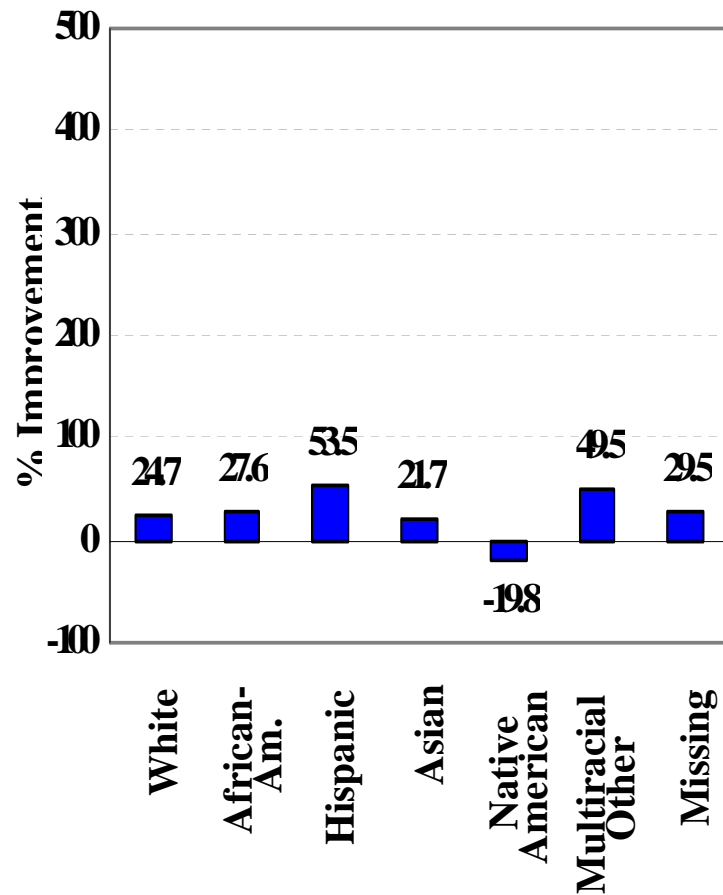
**Chart 8.17: DIBELS
P1-P4 by Race**



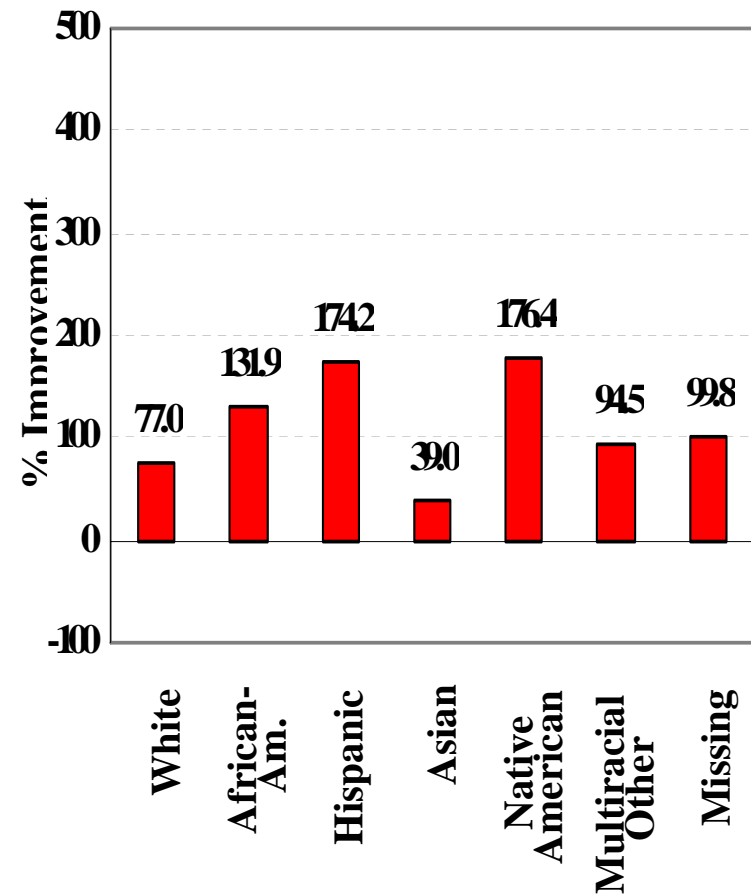
**Chart 8.18: GRADE
P1-P4 by Race**



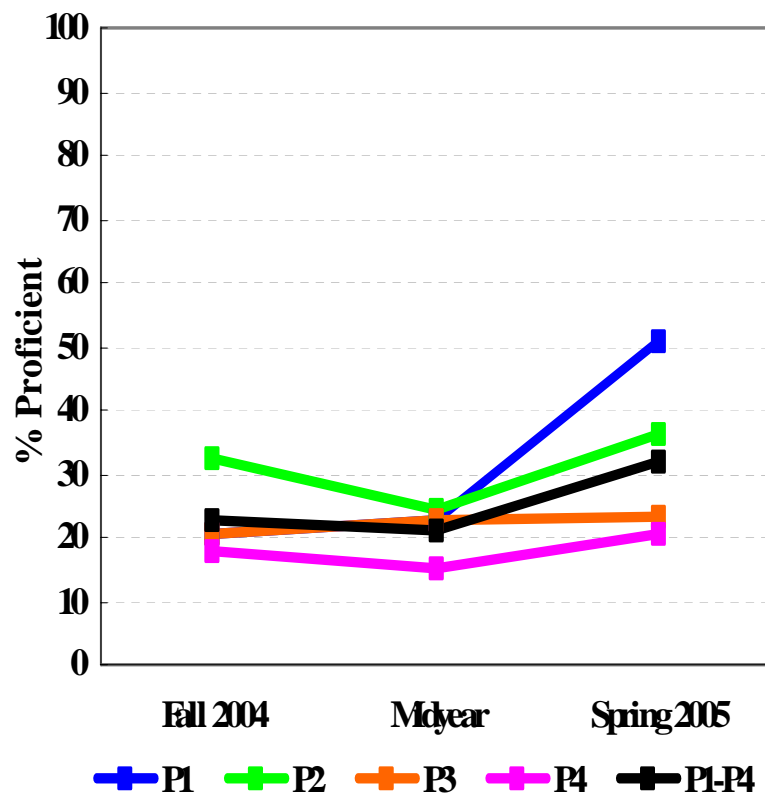
**Chart 8.19: DIBELS %
Improvement P1-P4 by Race**



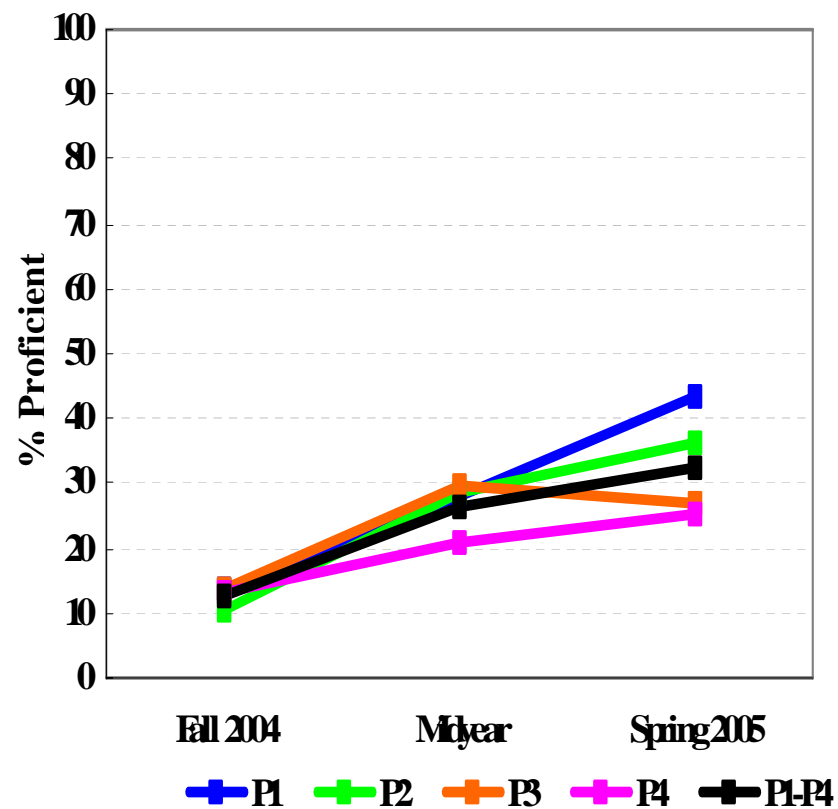
**Chart 8.20: GRADE %
Improvement P1-P4 by Race**



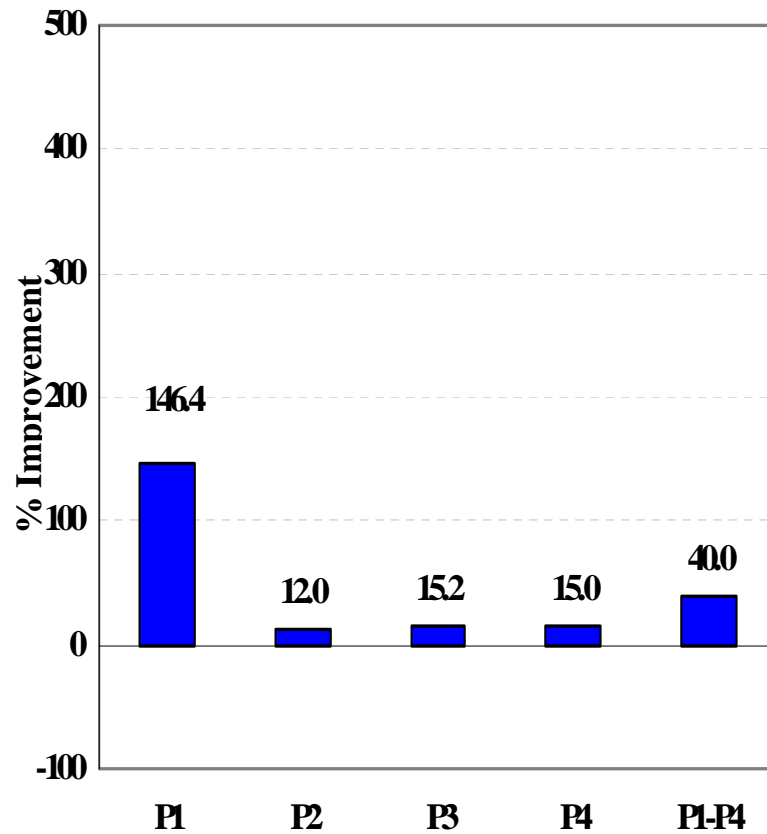
**Chart 9.1: DIBELS
Students with Disabilities**



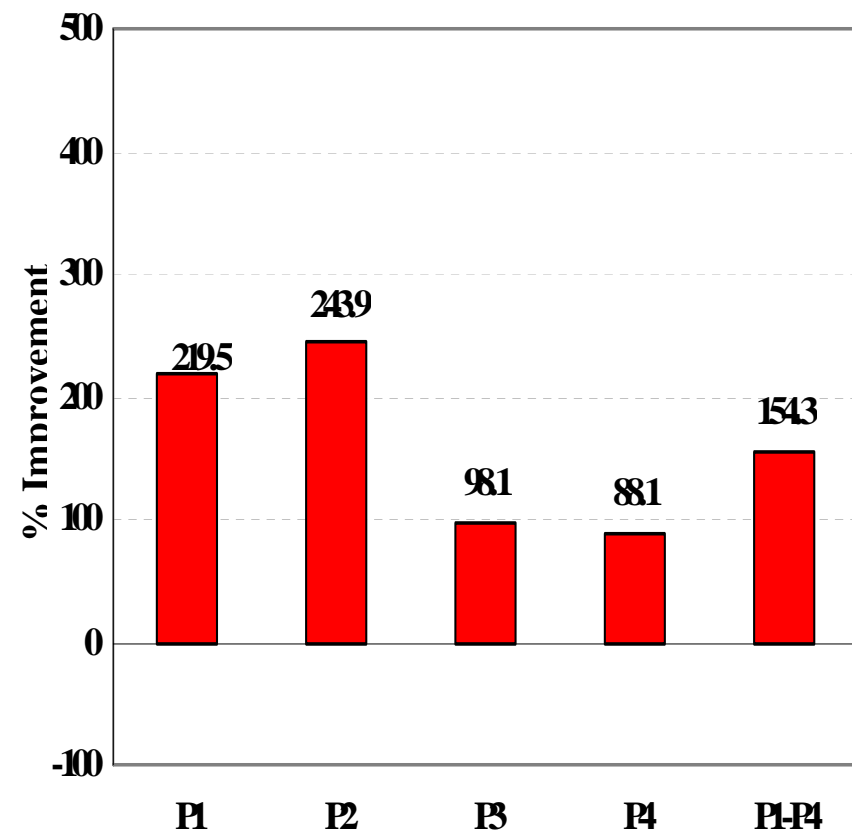
**Chart 9.2: GRADE
Students with Disabilities**



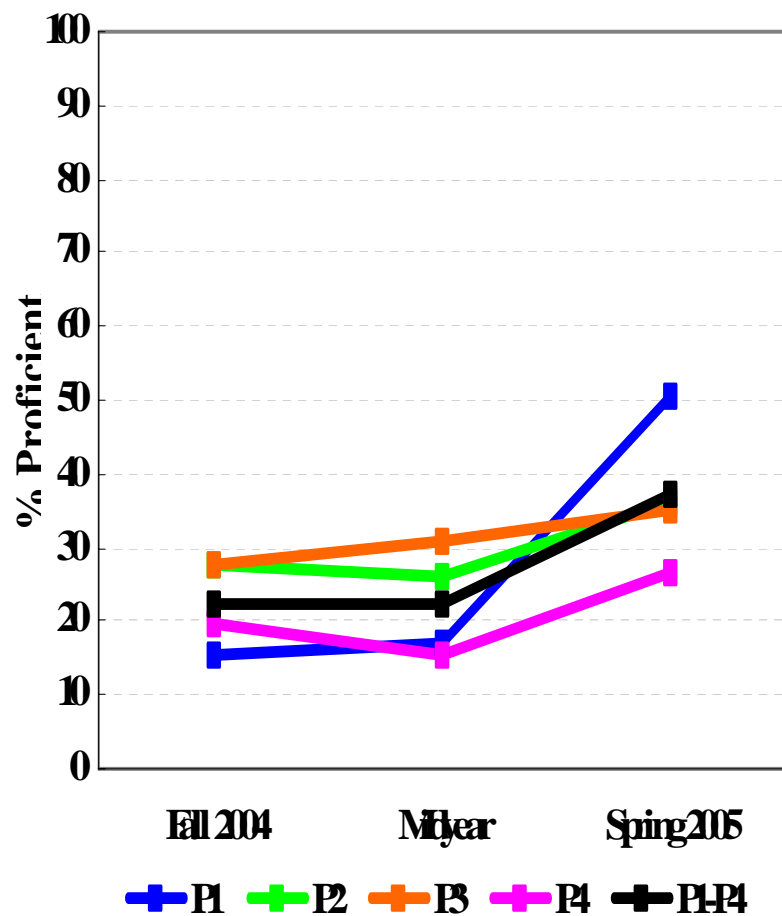
**Chart 9.3: DIBELS %
Improvement
Students with Disabilities**



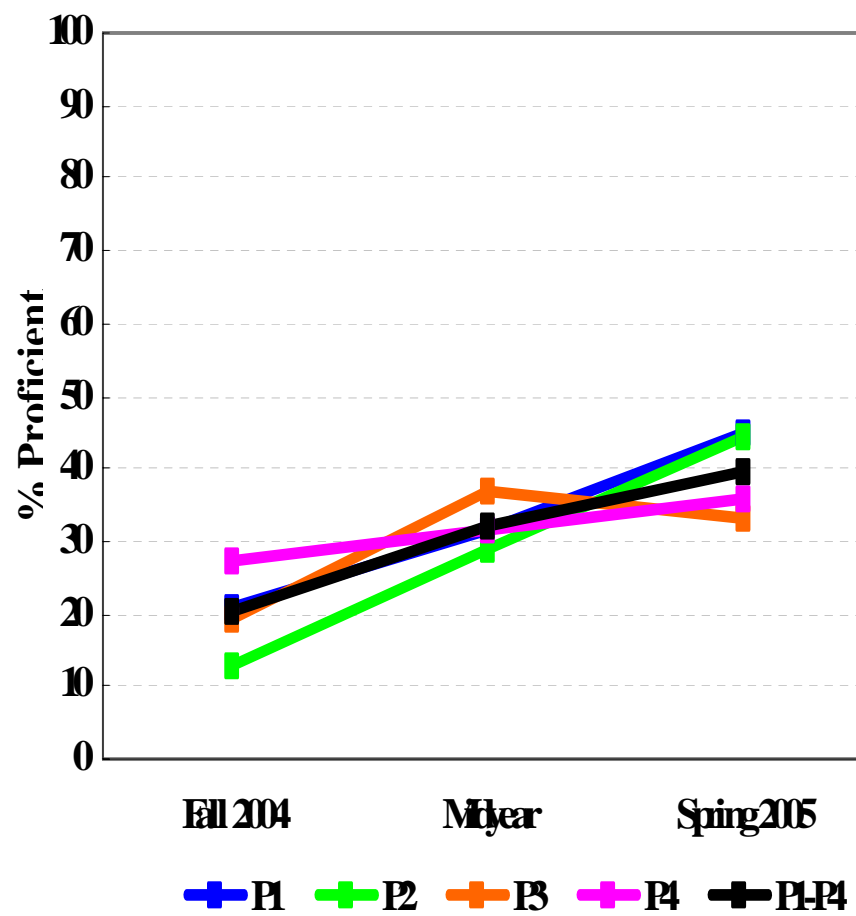
**Chart 9.4: GRADE %
Improvement
Students with Disabilities**



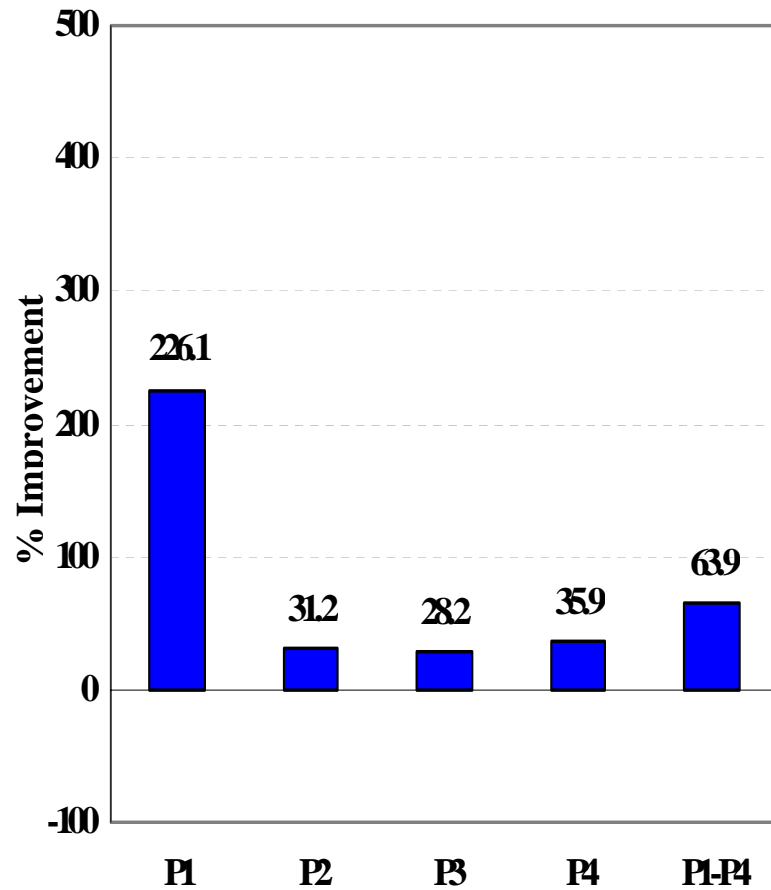
**Chart 10.1: DIBELS
LEP Students**



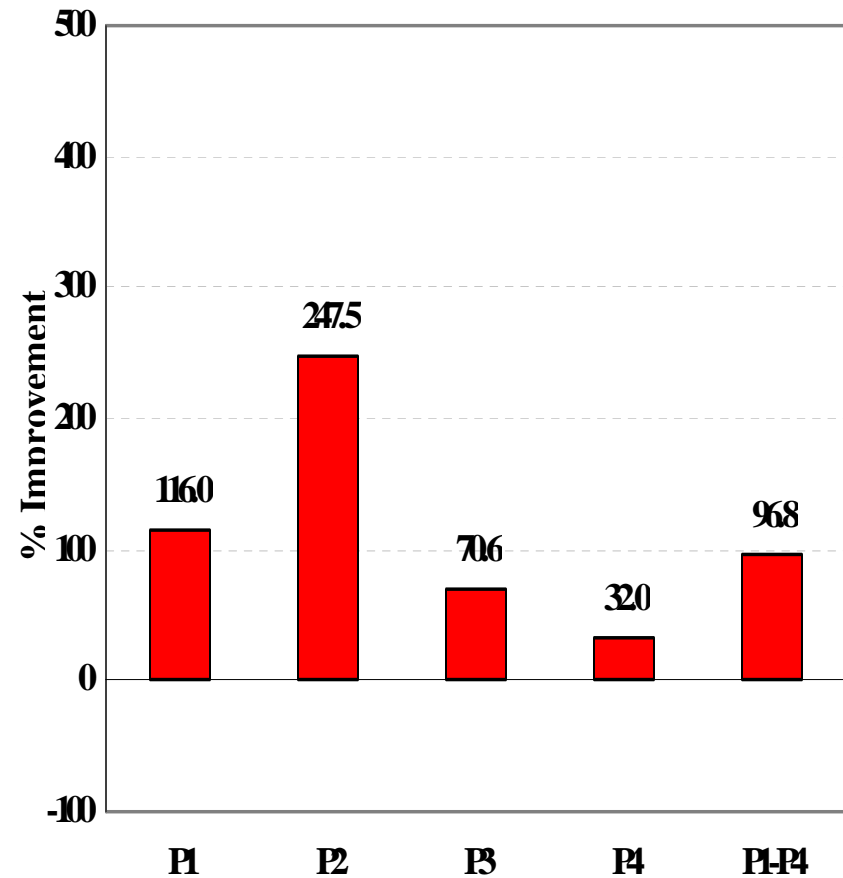
**Chart 10.2: GRADE
LEP Students**



**Chart 10.3: DIBELS %
Improvement
LEP Students**



**Chart 10.4: GRADE %
Improvement
LEP Students**



2004-2005

Recommendations

- Choosing, implementing, and managing intervention programs
- Using data to inform instruction
- Students who are at benchmark must continue to develop their skills & progress
- School coach time spent on administrative duties has been a barrier to effective, hands-on leadership
- Parent awareness about Reading First

2004-2005

Data Reflective Questions

- What trends do you see in your school data and how do these compare to the overall state data?
- Based on your trends, what modifications and/or strategies have you implemented at your school/district level?



RF Evaluation Findings 2005 to Midyear



2005-2006 Research Findings

Overall Successes

- Students demonstrating more confidence in reading and have access to more reading materials
- Growth in teacher confidence and knowledge of teaching the five reading components
- Core reading program provides consistent instruction across grade levels
- Teachers acknowledge valuable support of school coach
- Coaches are now being able to devote more time as instructional reading coaches
- Gains in student reading achievement
- Evidence of focusing on assessing, diagnosing, and designing instruction to meet students' needs
- Implementation of Supplemental & Intervention Programs are providing students with multiple reading instruction
- Professional Development at the school level has allowed teachers to go more in-depth with specific concepts and instructional strategies
- Students developing the ability to understand & use reading terms and concepts
- Building successful readers who want to read

Comments Concerning RF Implementation

- Keeping momentum of progress going in schools
- Time to provide instruction and assessments to each student
- Coaches balancing time between classroom, required meetings, assessment management, and paperwork
- Motivating teachers to modify lessons to align with the five components
- Attention to other content areas
- Fidelity to the core program
- Having a central data base at KDE to acquire data
- Differentiating literacy centers to meet all students needs
- New teacher turnover and retraining
- Ways to move students from intensive to strategic level

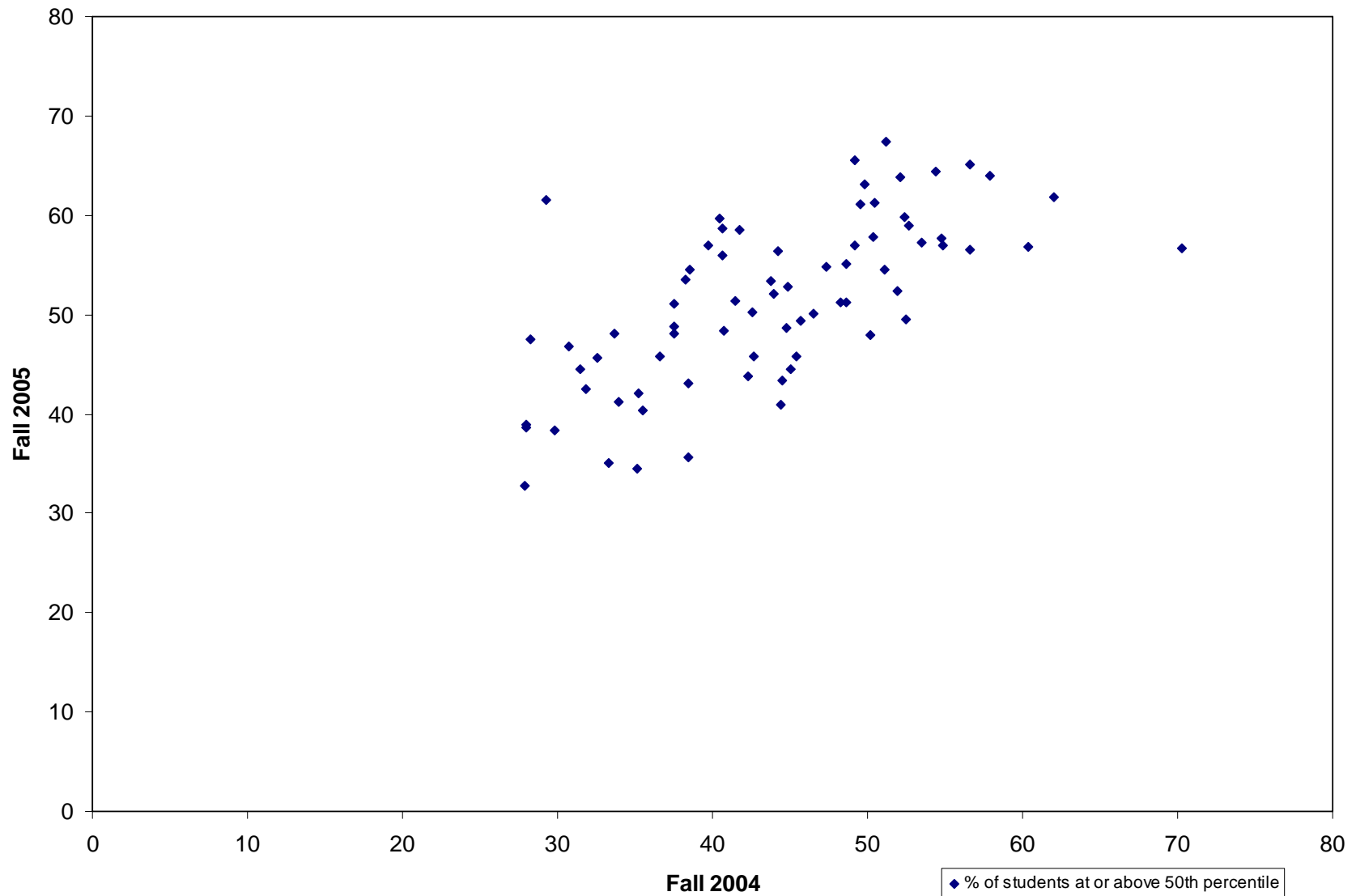
Questions from Observations & Interviews

- Are literacy centers focused on reading to meet the needs of students at different levels and are tasks clearly defined for students?
- Do teachers explicitly and systematically state the objective (what, how, when, why) to students when presenting a lesson on the five reading components?
- How can teachers continue to develop the skill of teaching the five reading components explicitly and systematically?
- During the core program how can teachers create lessons that integrate a variety of grouping structures? (i.e. cooperative, small group, think-pair-share, partner)
- How do teachers embed higher level questioning techniques during the core program?
- During the core, do teachers provide opportunities for students to share ideas, make connections to real life experiences, ask questions, and reflect on concepts presented?

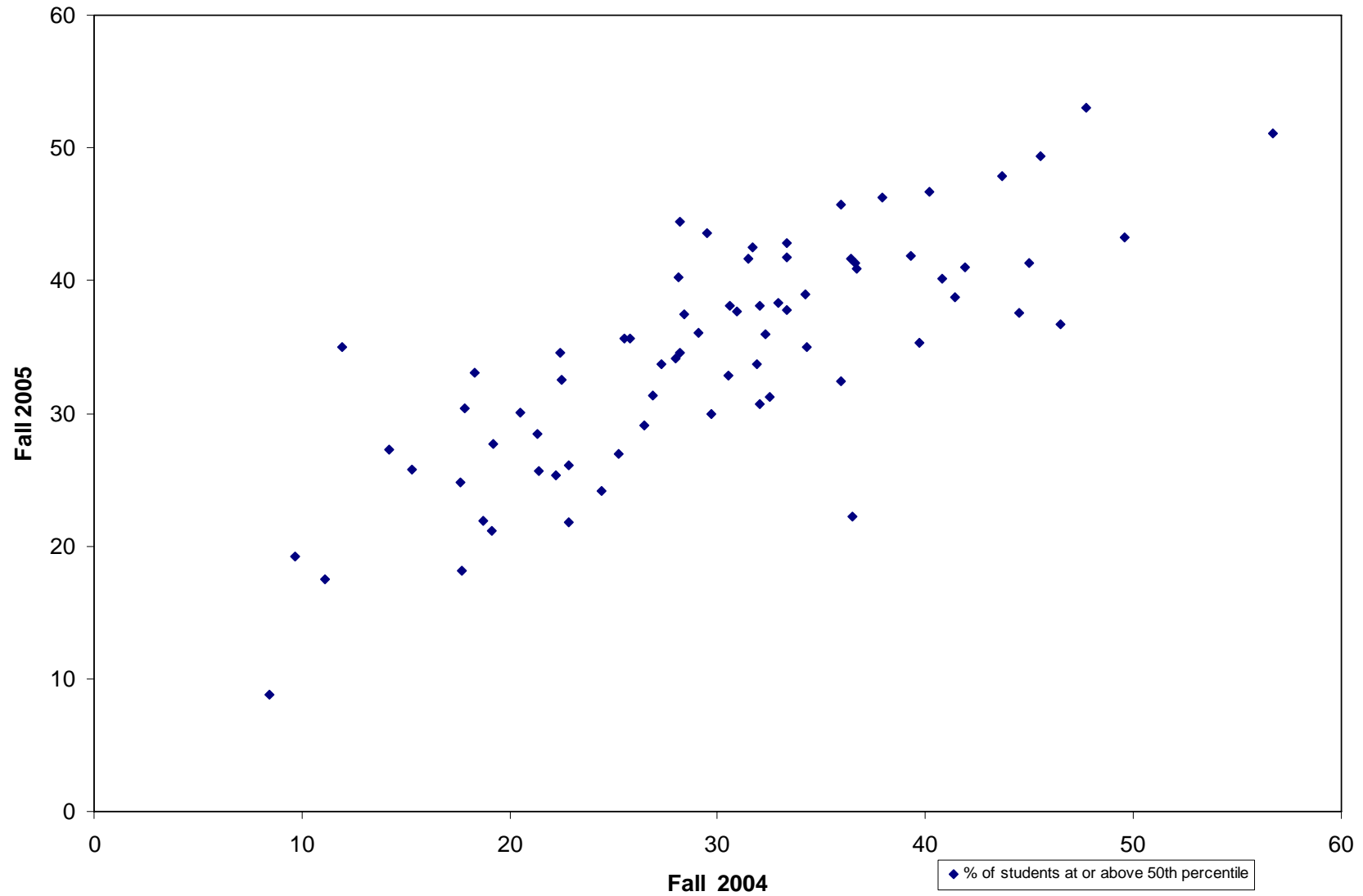
Questions from Observations & Interviews (continued)

- How can teachers be provided opportunities to observe each other during the implementation of the Reading First Core, Supplemental, and Intervention Programs?
- How can schools continue to involve families in the literacy process?
- Is student work being celebrated by displaying it in the classrooms and hallways?
- How can there be a balance of student-teacher interactions?
- Are students practicing the many different ways of reading? (shared, partnered, readers' theater, poetry, echo, choral, independent)
- How can schools celebrate their successes with students' reading achievement?

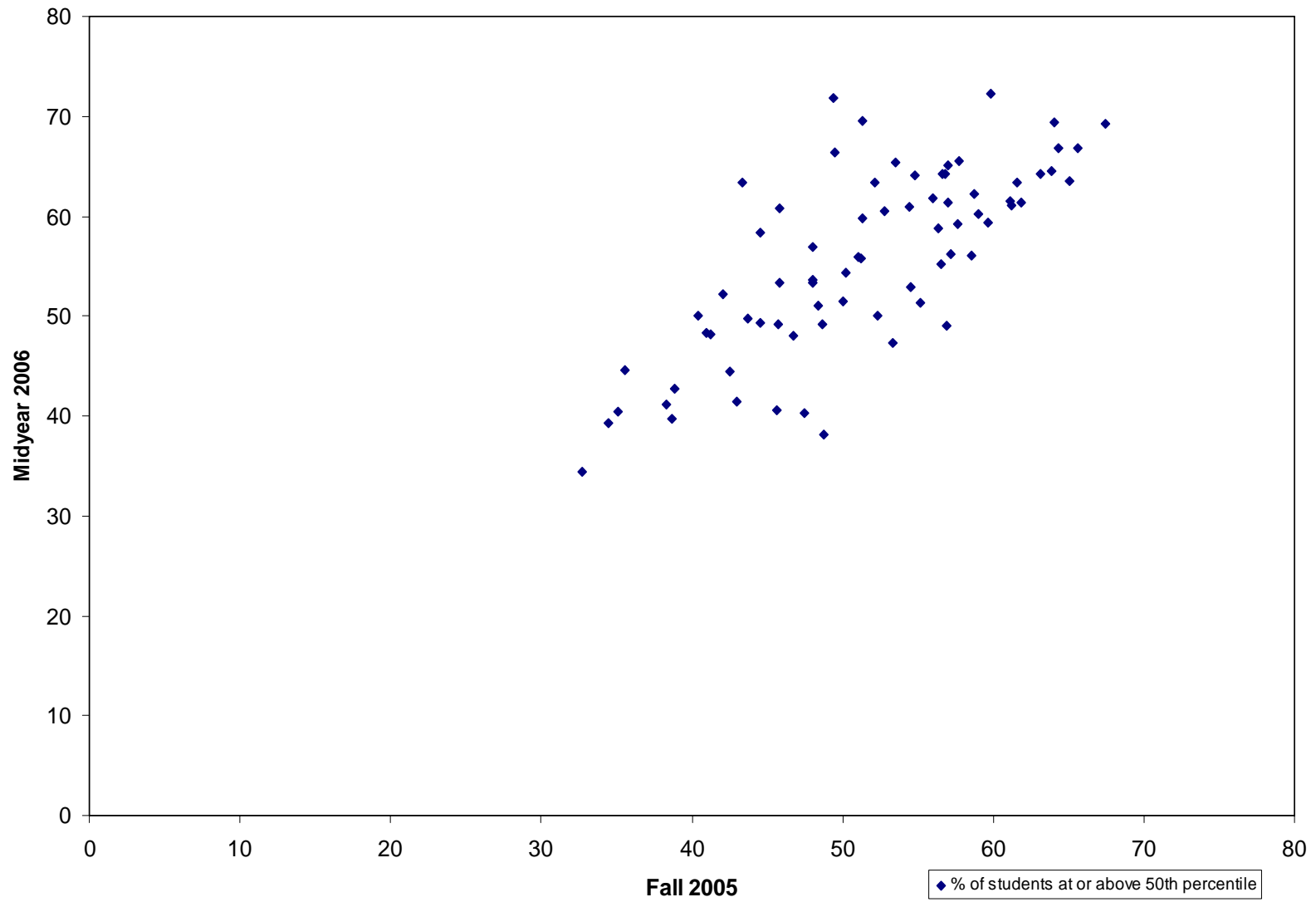
DIBELS data Fall 2004-Fall 2005



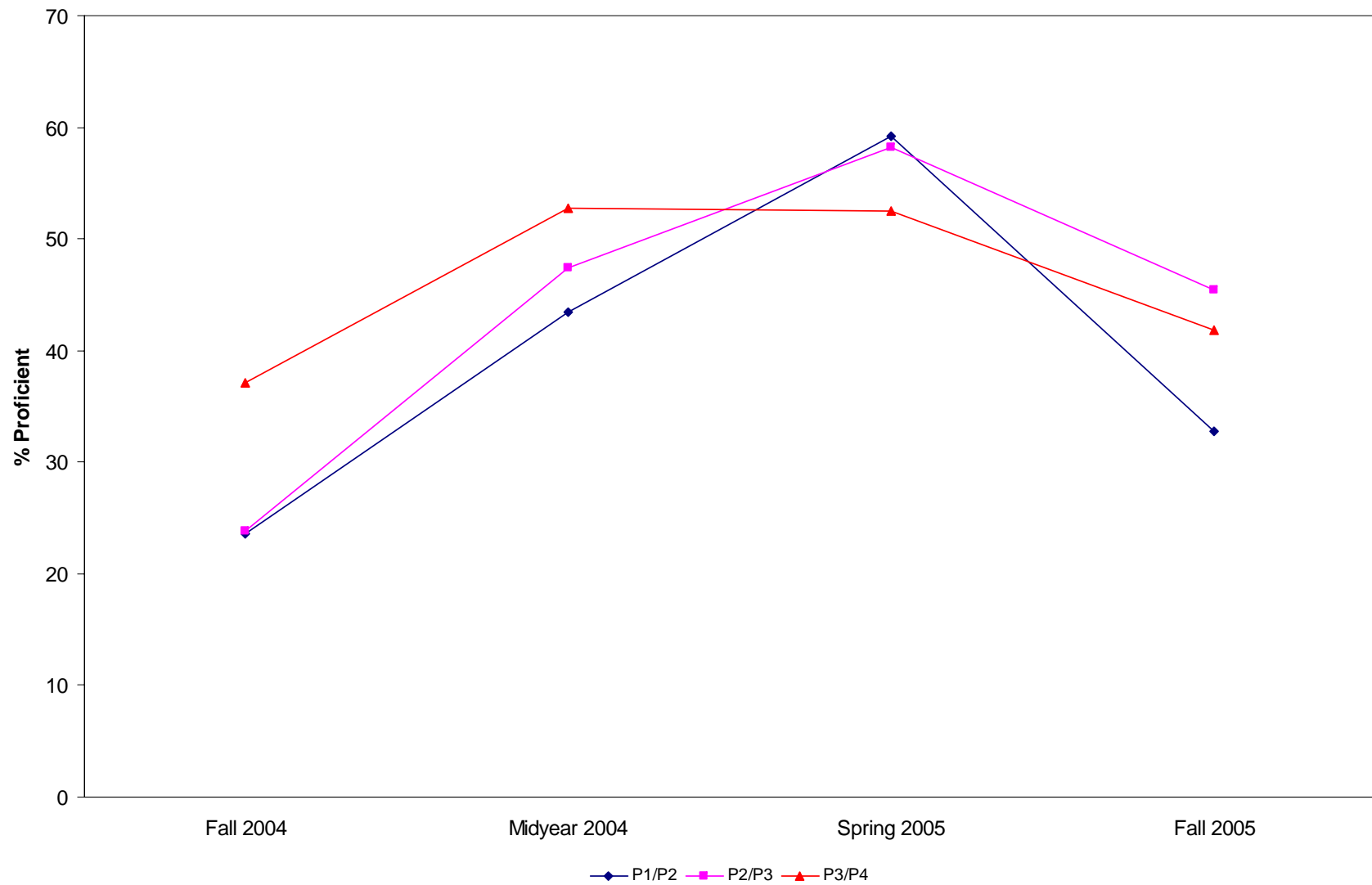
GRADE data Fall 2004-Fall 2005



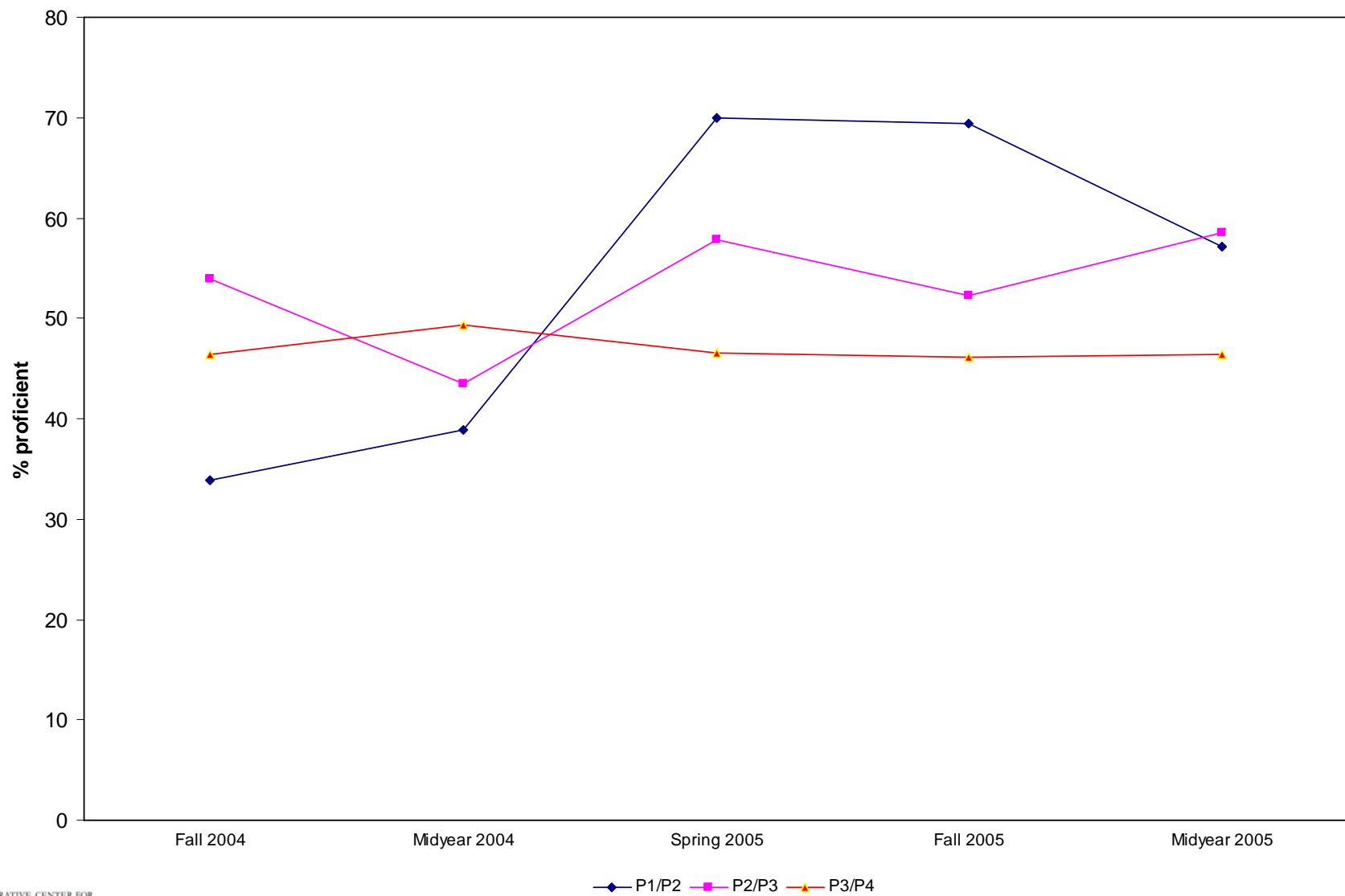
DIBELS data for Fall 2005-Midyear 2006



GRADE data by grade

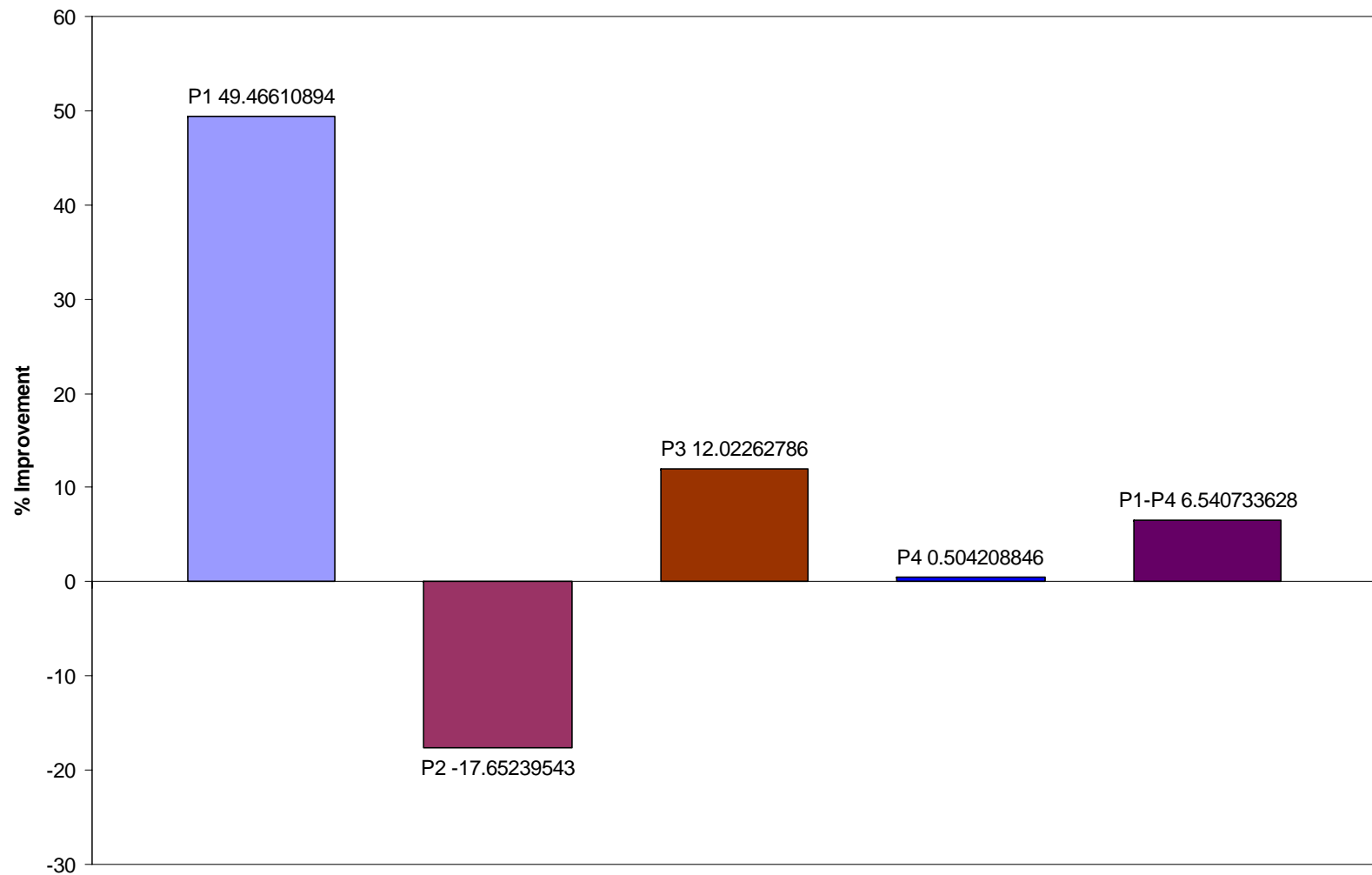


DIBELS data by grade



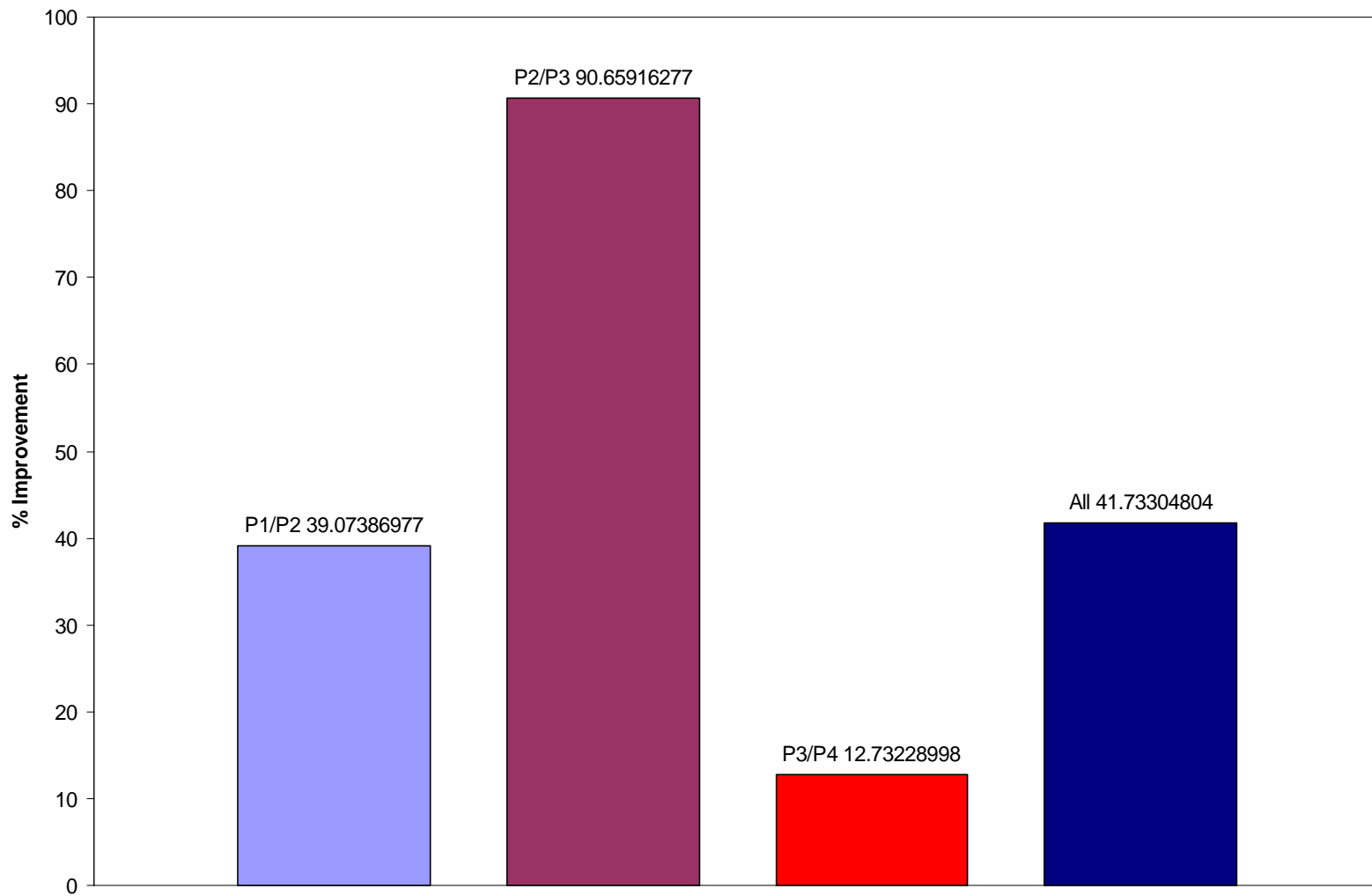
Number of students at benchmark in Fall 2005 compared to number of students at benchmark at Midyear 2005

DIBELS % Improvement Fall 2005 to Midyear 2005



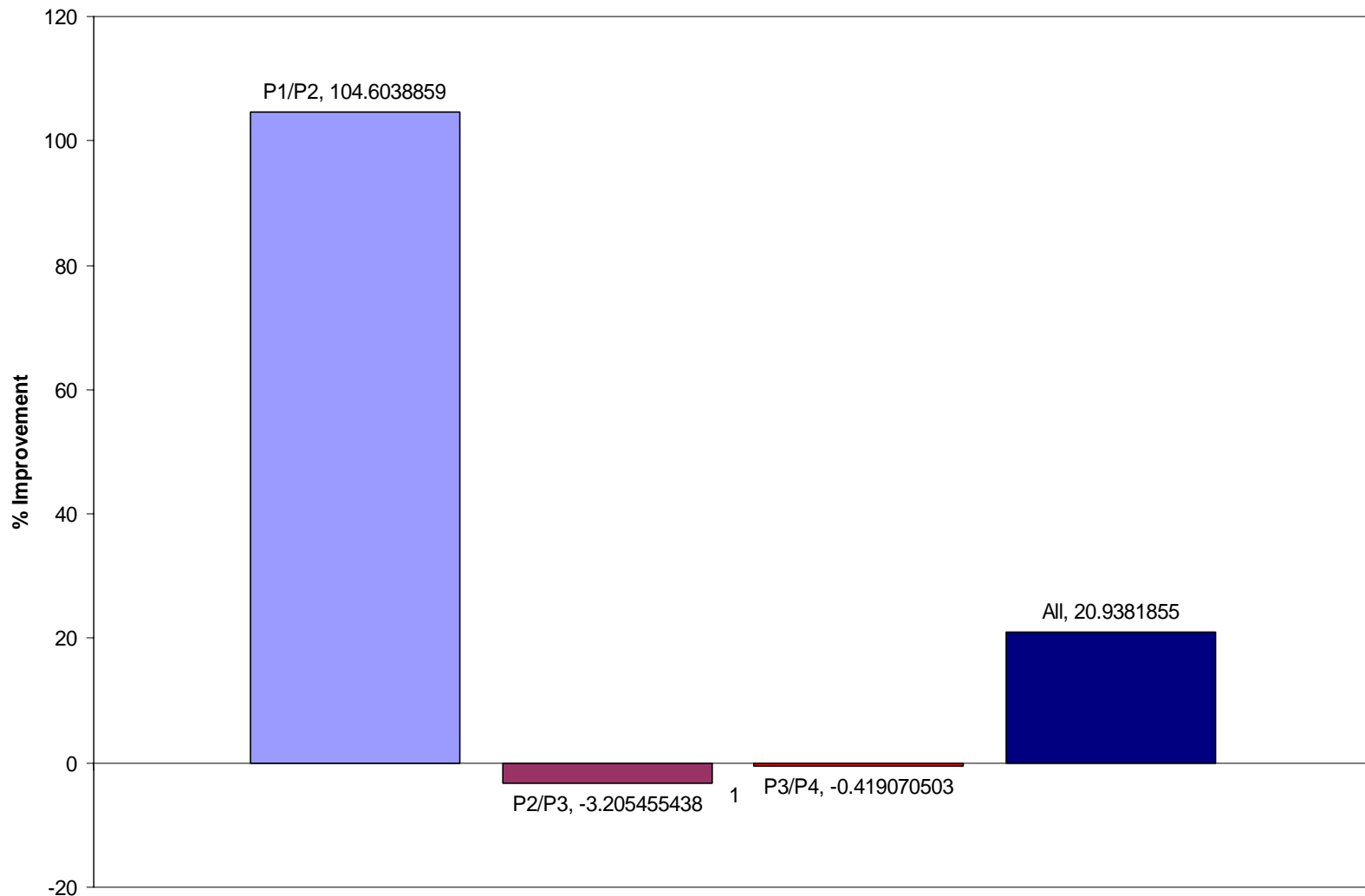
Number of students at 50th percentile or above in Fall 2004
compared to number of students at 50th percentile or above in Fall 2005

GRADE % Improvement Fall 2004 to Fall 2005



Number of students at benchmark in Fall 2004 compared to number of students at benchmark in Fall 2005

DIBELS % Improvement Fall 2004 to Fall 2005



RF Midyear 2004 GRADE Data

Average GSV scores:

- K's – 68
(which was +7 points above the National Mean of 61)
- 1's – 346
(which was +6 points above the National Mean of 340)
- 2's – 395
(the same as the National Mean of 395)
- 3's – 418
(which was -1 point below the National Mean of 419)

RF Midyear 2005 GRADE Data

Average GSV scores:

- K's – 76
(which is +15 points above the National Mean of 61)
- 1's – 357
(which is +17 points above the National Mean of 340)
- 2's – 403
(which is +8 points above the National Mean of 395)
- 3's – 423
(which is +4 points below the National Mean of 419)

Quote from Reading First Teacher

“Reading First is like a puzzle because it has many different pieces (i.e. DIBELS, GRADE, activities within the core program).

It takes time to put a puzzle together, just like it takes time to implement a reading program that will help children learn to read.”

Reflective Questions

- What trends do you see in your school data and how do these compare to the overall state data?
- Based on your trends, what modifications and/or strategies can you implement at your school/district level?
- At your school, what changes do you see from last year to this year in regards to reading achievement?
- What are some specific areas that still need to be addressed and more defined for this school year?

Insightful Quotes

- “We would do it again even though we have had major barriers to overcome!”
- “From meetings with teachers they say they would never go back to teaching reading the way they used to. Teachers are seeing successes and students are seeing successes!”
- “Reading First is part of the whole.”
- A third grader said what he did when he came to a word he didn’t know, “I use the phonics decoding strategylook for chunks I know and put them together.”
- “Reading First allows teachers to be on the same page with reading terminology and have a common focus.”

Future Research Goals

- Provide a historical overview of Reading First in Kentucky
- Share with schools across the country on how Kentucky successfully implemented Reading First and made an impact with all students' reading achievement



One student shared:

“When you open a book you go into a whole different world!”